DOCUMENT RESUME

ED 432 367 PS 027 692

AUTHOR Kadota, Riyo; Bennett, Tess; Thomas, Dawn
TITLE Early Head Start Program (Waves I & II) in Region V: 1999 Joint Needs Assessment Report.
INSTITUTION Illinois Univ., Urbana. Great Lakes Quality Improvement Center for Disabilities.
SPONS AGENCY Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE 1999-05-00
NOTE 76p.
PUB TYPE Reports - Evaluative (142) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Disabilities; *Needs Assessment; Personnel Needs; Preschool Education; *Technical Assistance; *Training
IDENTIFIERS *Early Head Start

ABSTRACT

In order to investigate what types of training and technical assistance (TA) are needed by Early Head Start programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin (EHS Waves I & II), particularly with regard to children with special needs, the Great Lakes Quality Improvement Center for Disabilities (GLQIC-D) and the Region V Quality Network (Q-Net) conducted a needs assessment of the programs. A letter was sent in November 1998 to the directors of the programs asking them to complete a survey with input from other staff members. In addition to demographic data on the programs and children with disabilities, major findings regarding program needs for training and TA include: (1) programs listed teenage parents as their most important need with regard to training and TA; (2) many programs agreed that prenatal issues, families with substance abuse, teenage parents, and welfare reform were issues with regard to training and TA needs; and (3) many programs want assistance with the Head Start Family Information System (HSFIS). (Includes a copy of the survey and numerous figures and tables of findings.) (EV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 432 367

1999 Joint Needs Assessment Report

Early Head Start Program (Waves I & II) in Region V

Prepared by:

Riyo Kadota, M.S.

Tess Bennett, Ph.D.

Dawn Thomas, Ed.M.

May, 1999

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Tess Bennett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

The Great Lakes Quality Improvement Center for Disabilities
University of Illinois at Urbana-Champaign
&
The Region V Quality Network

BEST COPY AVAILABLE

PS 027692

1999 Joint Needs Assessment Report

Early Head Start Program (Waves I & II) in Region V

Prepared by:

Riyo Kadota, M.S.

Tess Bennett, Ph.D.

Dawn Thomas, Ed.M.

The Great Lakes Quality Improvement Center for Disabilities
University of Illinois at Urbana - Champaign
&
The Region V Quality Network

Introduction

The Great Lakes Quality Improvement Center for Disabilities (GLQIC-D) and the Region V Quality Network (Q-Net) have been serving Early Head Start (EHS Waves I & II) Programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin since 1995. This report gives information about EHS Waves I & II in Region V, particularly in regard to children with special needs and the adaptations needed to provide services to them. In order to investigate what types of training and technical assistance the EHS Waves I & II personnel need, the GLQIC-D conducted a joint needs assessment of the earlier funded EHS grantees in conjunction with Q-Net. A letter (see Appendix A) was sent to the directors of the programs asking them to complete a survey with input from other staff members. The survey (see Appendix B) for assessing needs for the 1998-1999 fiscal year was distributed to 26 programs in Region V in November, 1998. All surveys returned by March 15, 1999 were used in compiling this report. Originally 28 Wave I & II grantees were funded in Region V. Of the 28, one was not funded, and another was combined with another program. Therefore, the surveys were mailed out to 26 programs with a cover letter. In the survey on Page 1, the GLQIC-D probed the following responses: Information about how the EHS Waves I & II families and children were served, how the programs operated number of counties served, hours of operation, service areas, and primary objectives.

- More specific information regarding primary focus and design, number of centers, classrooms, and classroom teachers, number of families, home visitors and total number of children (aged birth through three years).

© GLQIC-D, UIUC, 1999

- Information about the impact of welfare reform (e.g., number of families and children receiving Supplemental Security Income (SSI), Child Care Assistance Subsidies (CCA), or both SSI and CCA).
- Information about types of professionals on staff, particularly educational background (degree) and specialized field (major field).

On page 2, the grantees were asked to rank their Top 5 issues regarding Training and Technical Assistance Needs in the general areas of service delivery, child issues, welfare reform, family issues, and staff issues. In addition, they were to report on the types of training and technical assistance they preferred (e.g., phone-TA, on-site TA, distance learning, college credit, and resource library). On the last page, they were asked to list diagnosed disabilities of children in the EHS program. In addition, they were asked to rate the amount of adaptation made for children with disabilities (rating 1 to 5; with 5 most and 1 least of adaptation), and give the number of these children.

Eighteen EHS Waves I & II programs responded from the region (i.e., IL, IN, OH, MI, MN, WI).and are presented as totals for Region V. The data in this report has been combined and analyzed in tables and figures.

Summary of Findings

Program Demographics

The return rate of surveys was 69.2% (n=18) (see Table 1). Eleven (64.7%) staff answering this survey had been involved 0 ~ 4 years with the EHS Waves I&II programs, and four (23.5%) reported 15 ~ 19 years experience in The Head Start Program (Table 2 & Figure 1).

© GLQIC-D, UIUC, 1999

Forty-four counties were served by the18 programs: 11 programs among 18 reported serving only one county (Figure 2). Regarding hours of operation, the mean times were 7:34 AM for opening and 5:19 PM for closing (Table 4-1; 4-2). Mean hours open per day was 9.75 hours (Table 4-3). However, half of the programs reported extended hours or being flexible, if needed. Seven programs (41.2%) reported their program location as large, and five (29.4%) reported their location as small (n=17) (Table 5 & Figure 4). No program reported their primary focus as only center-based (CB). Nine programs (half of the participants) reported focusing on both center- and home-based (CB&HB), seven programs reported focusing on only home-based (HB), and two programs reported focusing on home-based and other (e.g., daycare center; HB & other) (n=18, see Table 6 & Figure 5-1/5-2).

Census Information

Overall, 18 programs reported serving 1195 children (birth through 3 years old) (Table 7): 545 children were served at seven HB programs; 484 children were at CB&HB programs, and 162 children were at HB & other programs (Figure 6).

Whether combined with CB programs or cooperating with other programs, all the EHS Waves I & II (n=18) were involving with HB programs, which served 792 families with 125 home visitors (Table 8-2-1). From the data on HB and CB & HB programs (n=16), each home visitor had a caseload of 6 ~ 7 families (Table 8-2-2, 9-1-2 and 9-2-2). Regarding the two programs which were focusing on HB & other centers: one served children in a daycare center, and the other offered playgroup at the site.

Nine CB&HB programs reported serving 20 centers, 47 classrooms, and 58 teachers in this survey (see Table 8-1-1). The ratio of teachers/center was 2.90; teachers/classroom was 1.23;

© GLQIC-D, UIUC, 1999

and classrooms/center was 2.35 (Table 8-1-2).

Regarding families receiving Supplemental Security Income (SSI) and Child Care Assistance or Subsidies (CCA), 18 programs reported 124 families (15.6%) receiving CCA only; 14 families (1.8%) receiving both CCA & SSI; and 53 families (6.65%) receiving SSI only (see Table 10-1; 10-2; 10-3; 10-4).

In terms of training and educational background of the staff members, there are 155 people with a degree in the EHS Waves I & II programs (n=18): Bachelor's degrees were the most prevalent, followed by Master's degree, the CDA credential, Associate degree, and others (see Table 11 & Figure 7). Of the staff in the responding programs, 108 staff reported having some specialization. Fields of study such as adult education, social services, education, and counseling, were the most prevalent, followed by early childhood, child development and early childhood special education (Table 12-1 & Figure 8; Table 12-2).

Training and Technical Assistance Needs

The response to the section entitled Training and Technical Assistance Needs, (see page two of this survey; Appendix B) revealed the EHS Waves I & II in which programs had been facing difficulties and the types of assistance they preferred (i.e.general, service delivery, child issues, welfare reform, family issues, and staff issues)

Rank Top 5. In response to the most important regarding training and technical assistance needs, EHS Waves I & II programs reported viewing *Teenage Parents* as the most, then *HSFIS*, and third "Family Involvement" (see Figure 9).

Yes, It's our issue. The top three lists in this category were;

© GLQIC-D, UIUC, 1999

Families with Substance Abuse Issues Prenatal Issues, *Teenage Parents*, and *Welfare Reform* (Total Number of Response is n=119; Figure 10).

Phone-TA. *HSFIS* was the most needed issue followed by *Program Design*, *Welfare Reform*, and *Support for Staff* (n=21; Figure 11).

On-site TA. *HSFIS*, *Family Involvement*, and *Families with Substance Abuse Issues* were highly ranked (n=75; Figure 12).

Distance Learning. *Prenatal Issues* and *Teenage Parents* were the top two needs (n=21; Figure 13).

College Credit. Only seven items among 35 were noted and only seven responses were reported in this category. These included *Prenatal Issues*, *Appropriate Curriculum & Environment*, *Child Health*, *Nutrition & Safety* (n=7; Figure 14).

Resource Library. "Prenatal Issues" was listed as the most needed topic in the category (n=41; Figure 15).

Teenage Parents appeared in every category, implying the most challenging issue and the issue of highest interest for the EHS Waves I & II programs in Region V. Data indicated that the programs preferred to have assistance on HSFIS issue. This came up in the category of phone-TA, on-site TA, and distance learning. Programs showed their interest in learning about prenatal issues through distance learning, college credit, and resource library.

Children with Diagnosed Disabilities

On the last page in this survey (see Appendix B), 750 among 1195 children (62.8%) were reported having some kind of disability in EHS Waves I & II programs (see Table 13). This number was the number reported both on Sections 1 & 2.

© GLQIC-D, UIUC, 1999

On the first section of the last page (see Appendix B), the EHS Waves I & II were asked to list the diagnosed disabilities of children in the program. The total number of children reported in this section was 259 (see Figure 16). The top three diagnosed disabilities were; Speech & Language Delays (57 children), Asthma (n=34), and Communication (n=33) (Table 14). The other types of disabilities are listed in Table 14.

EHS Waves I & II staff were also asked to rate from 1 through 5 the amount of adaptation the program must make for children with disabilities (rating 1 to 5; with 5 most and 1 least of adaptation), and give the number of these children. The types of diagnosed disabilities and total number's were sorted by the rate of adaptation and are listed in Table 15. Among 259 children reported as having diagnosed disabilities, 25 were not reported in the adaptation (n=234). The ratings 1 – 5 have been collapsed so that a rating of 4 & 5 is severe, 3 is moderate, and 1 or 2 is mild, Table 16 indicated that 81.1 % of children in EHS Waves I & II programs were mildly disabled and required little adaptation. Very few children received a rating of 5 (most severe and requiring much adaptation). These children were usually medically fragile (see Table 15). Examples of children who required a rate of 4 for adaptation were those with Down Syndrome, Autism (see Table 15). Children who required moderate adaptation were those with Cerebral Palsy, Down Syndrome or Health Impairment (see Table 15).

One of the difficulties for EHS Waves I & II programs in the second section of the third page of this survey (see Appendix B) was to distinguish the types of disabilities. Many EHS Waves I & II programs listed various types of disabilities which could be categorized as either Developmental Delay or At-Risk. Because the states have different systems of categorizing children under Part C of IDEA, labels such as Developmental Delay were indicated under

© GLQIC-D, UIUC, 1999

diagnosed disabilities as well as children At-Risk. As shown in Table 17 and Figure 17, data was not available on all children enrolled. About 31.8 % of the EHS Waves I & II programs reported serving children diagnosed as At-Risk. In terms of adaptation, none of these children received a rating Rate 4 or 5 (severe) on categories. In Table 19, 37.7% of children in EHS Waves I & II programs were mildly disabled and 28.1 % of children were moderately disabled.

Conclusion

The information provided here is useful and informative for federal, state, and regional agencies as well as EHS programs around the country. The respondents were all in Region V, EHS Waves I & II programs. Please reference this material as for;

Kadota, R., Bennett, T. & Thomas, D. (1999). 1998-1999 Early Head Start Waves I & II Needs Assessment. GLQIC-D: University of Illinois at Urbana – Champaign.

If there are any questions, please contact Tess Bennett, QIC-D Director, or Riyo Kadota, doctoral candidate at (217)333-3876.

© GLQIC-D, UIUC, 1999

Table of Contents

Program Demographics

Table 1. 1999 Needs Assessment Survey Return Rates 1
Table 2. Years Involved with Program 2
Figure 1. Years Involved with Program 2
Table 3. Number of Counties Served by Each Program 3
Figure 2. Number of Counties Served by Each Program 3
Table 4-1. Hours of Operation (Open) 4
Figure 3-1. Opening 4
Table 4-2. Hours of Operation (Close) 4
Figure 3-2. Closing 4
Table 4-3. Hours of Operation 5
Figure 3-3. Hours of Operation 5
Table 5. Locations of Programs 6
Figure 4. Locations 6
Table 6. Primary Focus 7
Figure 5-1. Primary Focus 7
Figure 5-2. Primary Focus (%) 7

Census Information

Table 7. Number of Children in Programs 8
Figure 6. Number of Programs and Children in Each Program 8
Table 8-1-1. About Center-Based Programs in all programs 9
Table 8-1-2. Ratios in CB Programs 9
Table 8-2-1. About Home-Based Programs in all programs 10
Table 8-2-2. Ratios in HB Programs 10
Table 9-1-1. Programs Focusing on HB & CB 11
Table 9-1-2. Ratios in HB & CB Programs 11
Table 9-2-1. Programs Focusing on HB only 12
Table 9-2-2. Ratios in HB Programs 12
Table 9-3-1. Programs Focusing on HB & other Centers 13
Table 9-3-2. Ratios in HB & other Centers 13
Table 10-1. Proportion (%) of Families Receiving CCA 14
Table 10-2. Proportion (%) of Families Receiving both CCA & SSI 14
Table 10-3. Proportion (%) of Children Receiving SSI 14
Table 10-4. Proportion (%) of Families Receiving SSI 14
Table 11. Degree 15
Figure 7. Degree 15
Table 12-1. Major Field 16
Figure 8. Major Field 16
Table 12-2. List of Other in Major Field 17

Training and Technical Assistance Need

© GLQIC-D, UIUC, 1999

Figure 9. Top 10: The Most Important Issues 18
Figure 10. Top 10: Issues Dealt With 19
Figure 11. Top 10: Phone TA 20
Figure 12. Top 10: On-site TA 21
Figure 13. Top 10: Distance Learning 22
Figure 14. Top 10: College Credit 23
Figure 15. Top 10: Resource Library 24

Children of Diagnosed Disabilities

Table 13. Total Number of Children Diagnosed Disabilities in Region V and Its Proportion 25
Figure 16. Top 9: Types of Diagnosed Disabilities 26
Table 14. Other Types of Diagnosed Disabilities 27
Table 15. Types of Diagnosed Disabilities and Number of Children in Each Amount of Adaptation Needed 28
Table 16. Degree of Severeness and Proportion of Children Diagnosed 31
Table 17. Other Diagnosed Children Served at Programs 32
Figure 17. Proportion of Children Served at Programs 32
Table 18. Number of Other Diagnosed Children (including DD, At-Risk, IMH, & other) in Each Amount of Adaptation Needed 33
Table 19. Degree of Severeness and Proportion of Children Diagnosed (DD, At-Risk, IMH, and other) 34

© GLOIC-D, UIUC, 1999

Program Demographics

Table 1. 1999 Needs Assessment Survey Return Rates

	# of Surveys Mailed	# of Surveys Returned	Response Rate
Total in Region V	26*	18	69.2%

*Originally 28 programs were enrolled as the EHS grantee in Region V.
Two programs dropped: one was not funded and another was combined with other program.

© GEQIC-D, UIUC, 1999

Table 2. Years Involved with Program

Years Involved	Numbers (%)
0 ~ 4 years	11 (64.7%)
5 ~ 9 years	1 (5.9%)
10 ~ 14 years	0 (0%)
15 ~ 19 years	4 (23.5%)
20 ~ years	1 (5.9%)
Total Numbers of the Programs	17* (100%)

* One program did not provide the data.

Figure 1. Years Involved

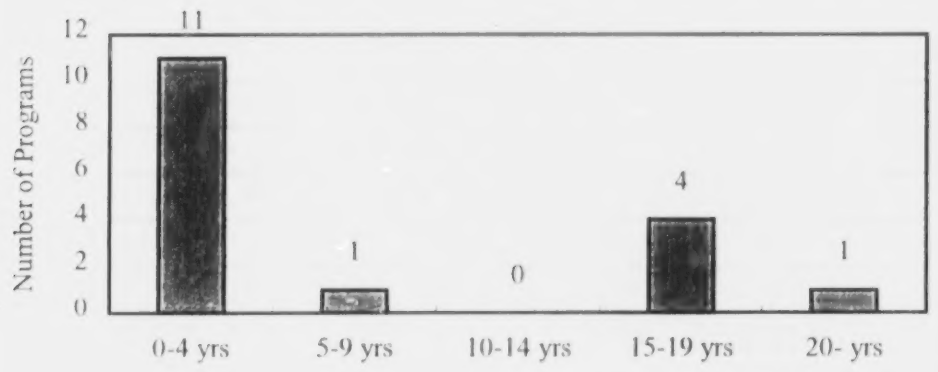


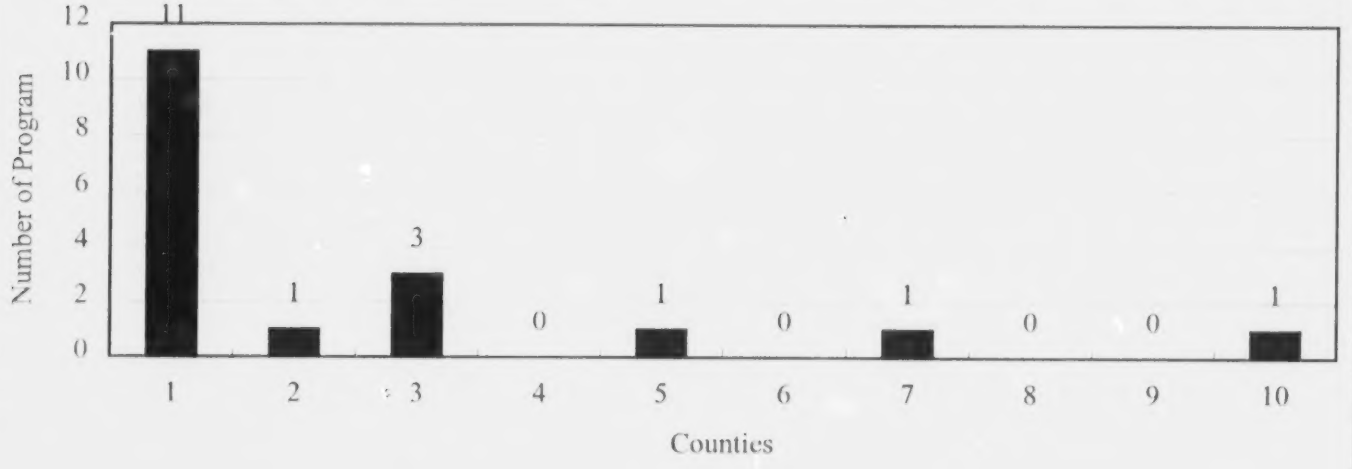
Table 3. Number of Counties Served by Each Program

	Numbers
Total Number of County	44

© GLQIC-D, UIUC, 1999

Total Number of Program	18
Mean Number of County per Program	2.44

Figure 2. Number of Counties Served by Each Program



© GLQICCD, UIUC, 1999

Table 4-1. Hours of Operation (Open)

Number of Programs Reported	Mean Time of Opening
14	**7:34**

*14 programs reporting (out of 18 programs)

Table 4-2. Hours of Operation (Close)

Number of Programs Reported	Mean Time of Closing
14	**17:19**

*14 programs reporting (out of 18 programs)

Figure 3-1. Opening

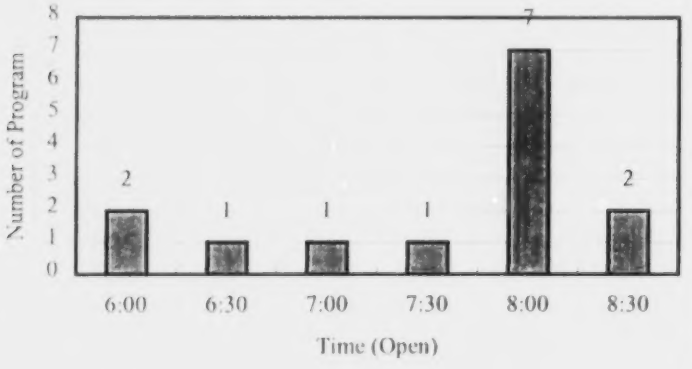
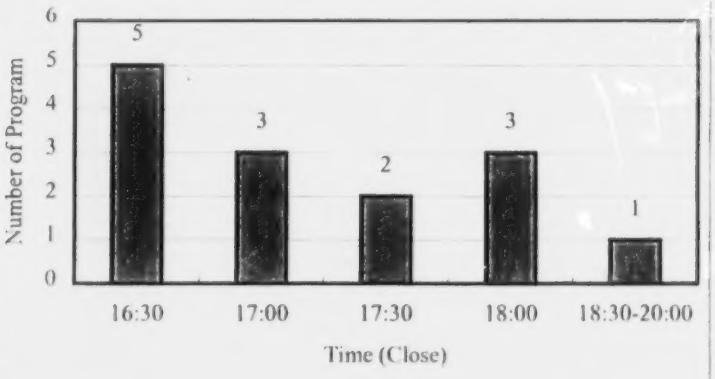


Figure 3-2. Closing



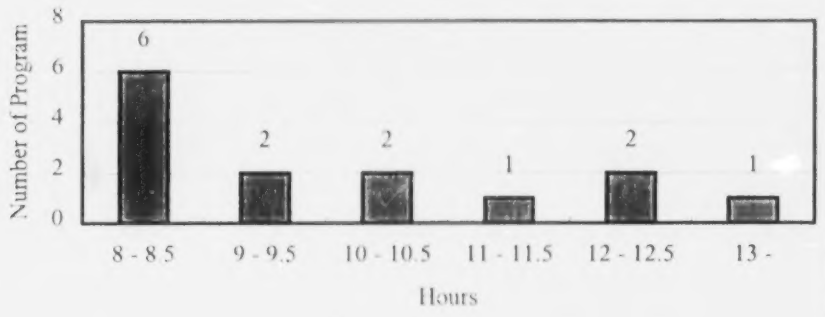
© GLQIC-D, UIUC, 1999

Table 4-3. Hours of Operation

Number of Programs Reported	Mean Hours Open per Day
14	**9.75**

*14 programs reporting (out of 18 programs)

Figure 3-3. Hours of Operation



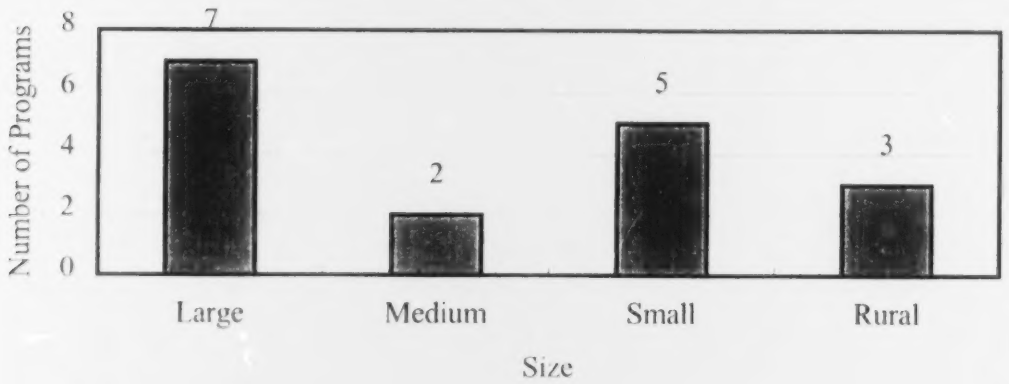
© GLQIC-D, UIUC, 1999

Table 5. Locations of Programs

Types	Numbers (%)
Large (100,000 -)	7 (41.2%)
Medium (50,000 – 100,000)	2 (11.8%)
Small (10,000 – 50,000)	5 (29.4%)
Rural (- 10,000)	3 (17.6%)
Total	17* (100%)

*One program did not provide the data.

Figure 4. Locations



© GLQIC-D, UIUC, 1999

Table 6. Primary Focus

Primary Focus	Numbers of Programs
Center-Based (CB) only	0 (0.00%)
Home-Based (HB) only	7 (38.9%)
HB & CB	9 (50.0%)
HB & Other (e.g., Daycare)	2 (11.1%)
Total	18 (100.0%)

Figure 5-1. Primary Focus

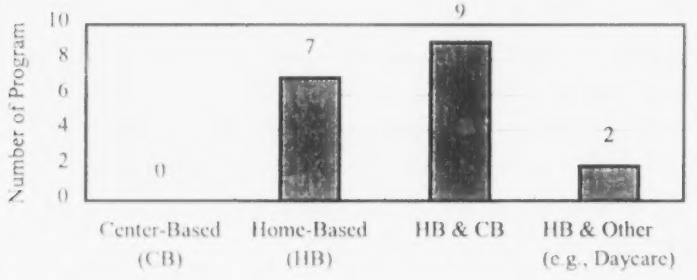
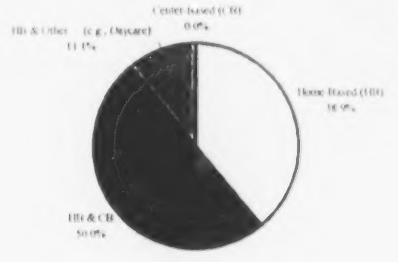


Figure 5-2. Primary Focus (%)



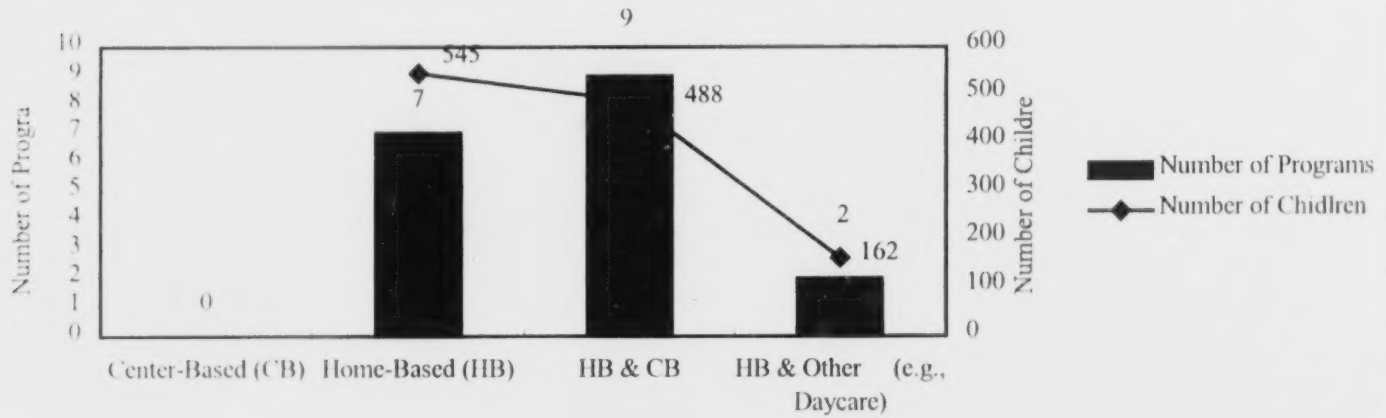
© GLQIC-D, UIUC, 1999

Census Information

Table 7. Number of Children in Programs

Primary Focus	Number	Numbers of Children
Center-Based (CB)	0	0 (0.0%)
Home-Based (HB)	7	488 (40.8%)
HB & CB	9	545 (45.6%)
HB & Other (e.g., Daycare)	2	162 (13.6%)
Total	**18**	**1195** (100%)

Figure 6. Number of Programs and Children in Each Program



© GLQIC-D, UIUC, 1999

Table 8-1-1. About Center-Based Programs* in all programs

	Program	Centers	Classrooms	Classroom Teachers
Total Number	9	20	47	58

*9 programs (out of 18 programs) are focusing on Center-Based Programs.
All 9 programs focus on both CB&HB.

Table 8-1-2. Ratios in CB Programs

	Ratio
Teachers per each Center	2.90
Teachers per each Classroom	1.23
Classrooms per each Center	2.35

© GLQIC-D, UIUC, 1999

Table 8-2-1. About Home-Based Programs in all programs**

	Programs	Families	Home Visitors
Total Number	18	797	125

**All 18 programs are focusing on Home-Based Programs.
7 programs focus on only HB; 9 programs focus on both CB&HB; and 2 programs focus on HB& other institutions.

Table 8-2-2. Ratios in HB Programs

	Ratio
Home Visitors per each Family	0.16
Families per each Home Visitor	6.38

© GLQIC-D, UIUC, 1999

Table 9-1-1. Programs Focusing on HB & CB

	Programs	Centers	Classrooms	Teachers in Classrooms	Families	Home Visitors	Children
Numbers	9	20	47	58	274	43	545

Table 9-1-2. Ratios in HB & CB Programs

	Ratio
Teachers per each Center	2.90
Teachers per each Classroom	1.23
Classrooms per each Center	2.35

	Ratio
Home Visitors per each Family	0.16
Families per each Home Visitor	6.37

© GLQIC-D, UIUC, 1999

Table 9-2-1. Programs Focusing on HB only

	Programs	Families	Home Visitors	Children
Numbers	7	403	70	488

Table 9-2-2. Ratios in HB Programs

	Ratio
Home Visitors per each Family	0.17
Families per each Home Visitor	5.75
Children per each Family	1.21
Children per each Home Visitor	6.97

© GLQIC-D, UIUC, 1999

Table 9-3-1. Programs Focusing on HB & other Centers*

	Programs	Centers	Classrooms	Teachers in Classrooms	Families	Home Visitors	Children (centers . HB)
Numbers	2	1	4	4	120	12	24 : 138

*1 program serves children in a daycare center.
1 program offer playgroup at their site.

Table 9-3-2. Ratios in HB & other Centers

	Ratio
Teachers per each Center	4
Teachers per each Classroom	1
Classrooms per each Center	4
Children per each Center	24
Children per each Classroom	6
Children per each Teacher	6

	Ratio
Home Visitors per each Family	0.1
Families per each Home Visitor	10.0
Children per each Family	1.2
Children per each Home Visitor	11.5

Teacher & Children Ration in HB & other Centers is **1 : 6.**

© GLQICD, UIUC, 1999

Table 10-1. Proportion (%) of Families Receiving CCA

Total # of Families	# of Families receiving CCA	Proportion (%)
797	124	**15.59**

Table 10-2. Proportion (%) of Families Receiving both CCA & SSI

Total # of Families	# of Families receiving both SSI & CCA	Proportion (%)
797	14	**1.77**

Table 10-3. Proportion (%) of Children Receiving SSI

Total # of Infants & Toddlers	# of Children receiving SSI	Proportion (%)
1195	53	**4.44**

Table 10-4. Proportion (%) of Families Receiving SSI

Total # of Families	# of Families receiving CCA	Proportion (%)
797	53	**6.65**

© GLQIC-D, UIUC, 1999

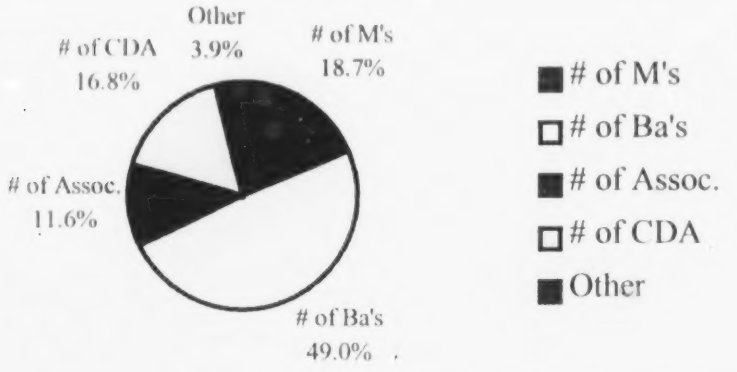
Table 11. Degree

Degree	Total Numbers (%)	Mean Numbers per each Program (18 Programs)
Master	29 (18.7%)	1.61
Bachelors	76 (49.0%)	4.22
Associates	18 (11.6%)	1.00
CDA	26 (16.8%)	1.44
Other*	6 (3.9%)	0.33

(n=155)

*Other: CDA, Paraprofessional, and Registered Nurse.

Figure 7. Degree



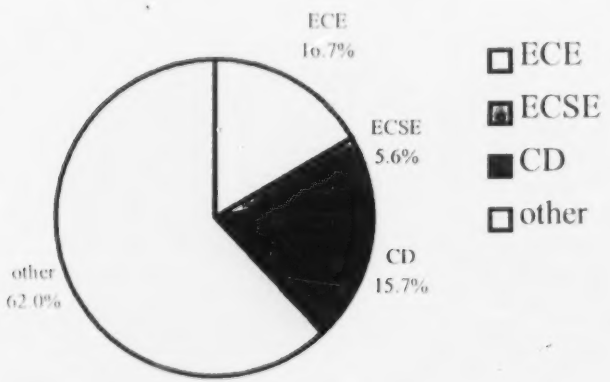
© GLQIC-D, UIUC, 1999

Table 12-1. Major Field

Major Field	Numbers (%)	Mean Numbers per each Program (18 Programs)
ECE	18 (16.7%)	1.00
ECSE	6 (5.6%)	0.33
CD	17 (15.7%)	0.94
Others*	67 (62.0%)	3.72

(n=108)
*Other. See Table 12-2.

Figure 8. Major Field



© GLQIC-D, UIUC, 1999

Table 12-2. List of Other in Major Field

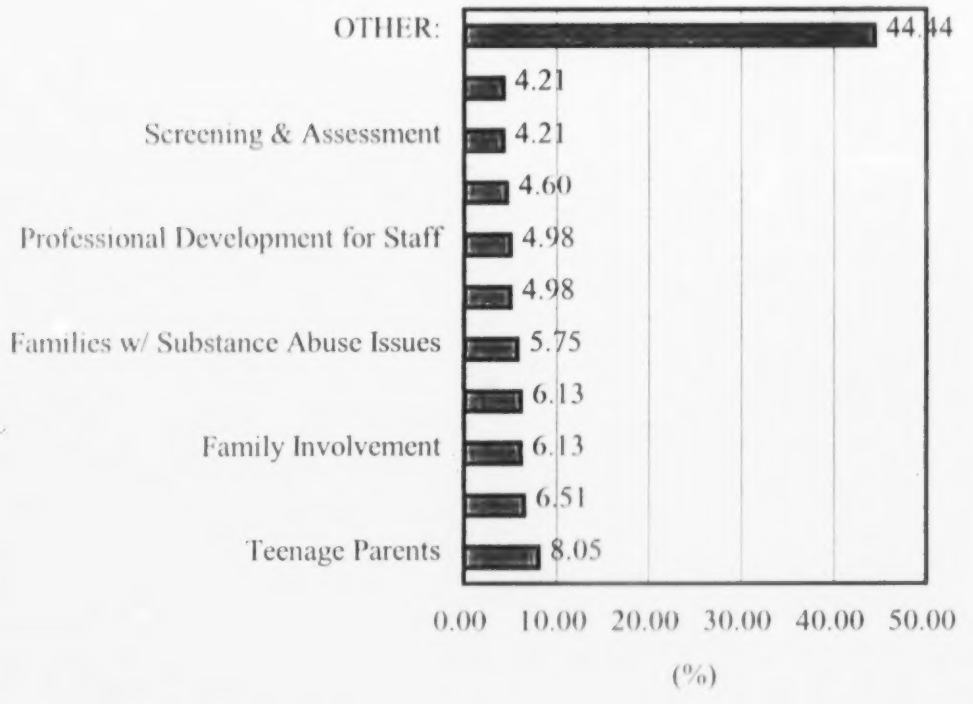
List of other in Major
Adult Education/Reading
Counseling
Criminal Justice
Education
Health
Human Services
Mental Health
Nursing
Nutrition
Psychology
Registered Nurse
Social Services
Social Works
Sociology
Working on HB CDA's

Cf., Parents as Teachers Certificates

© GLQIC-D, UIUC, 1999

Training and Technical Assistance Need

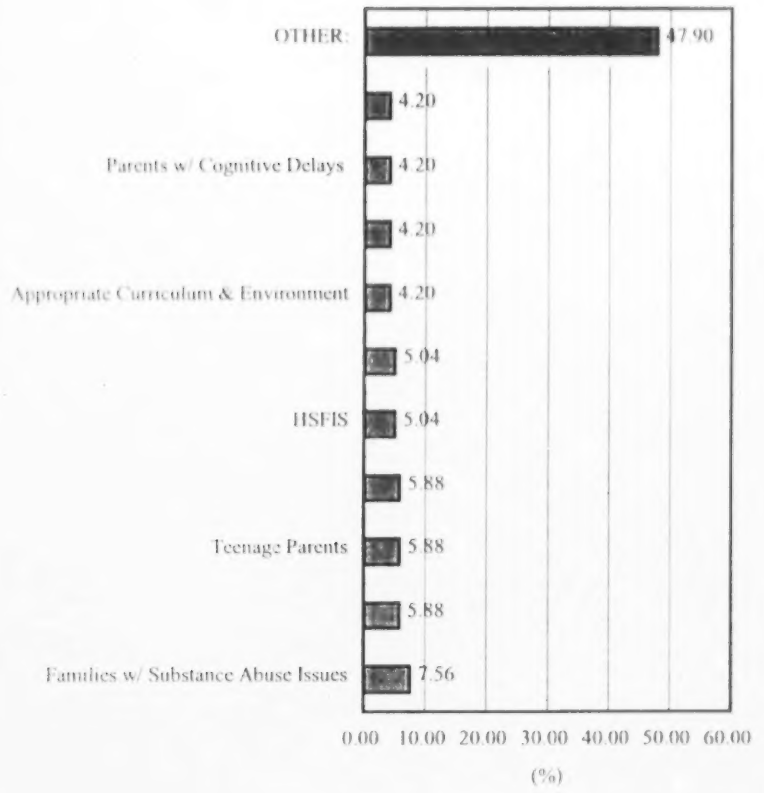
Figure 9. Top 10: The Most Important Issues



Number of Program Reported = 18

© GLQIC-D, UIUC, 1999

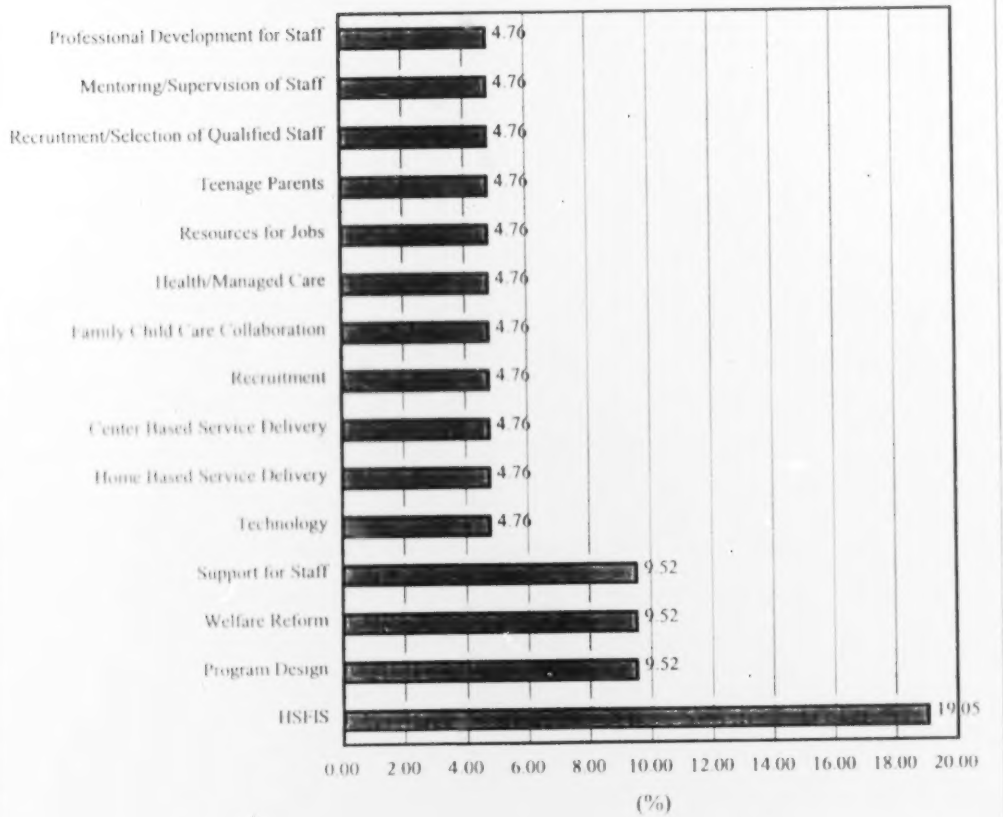
Figure 10. Top 10: Yes, It's our issue



Total Number of Response = 119

© GLQIC-D, UIUC, 1999

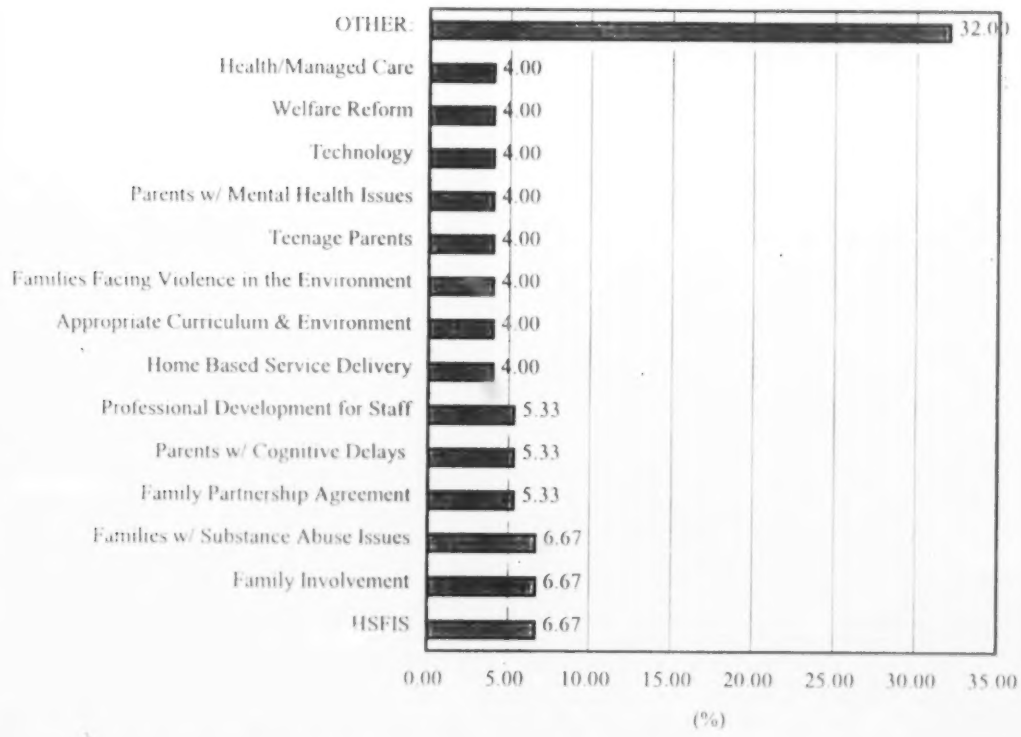
Figure 11. Top 10: Phone TA



Total Number of Response = 21

© GLQIC-D, UIUC, 1999

Figure 12. Top 10: On-site TA

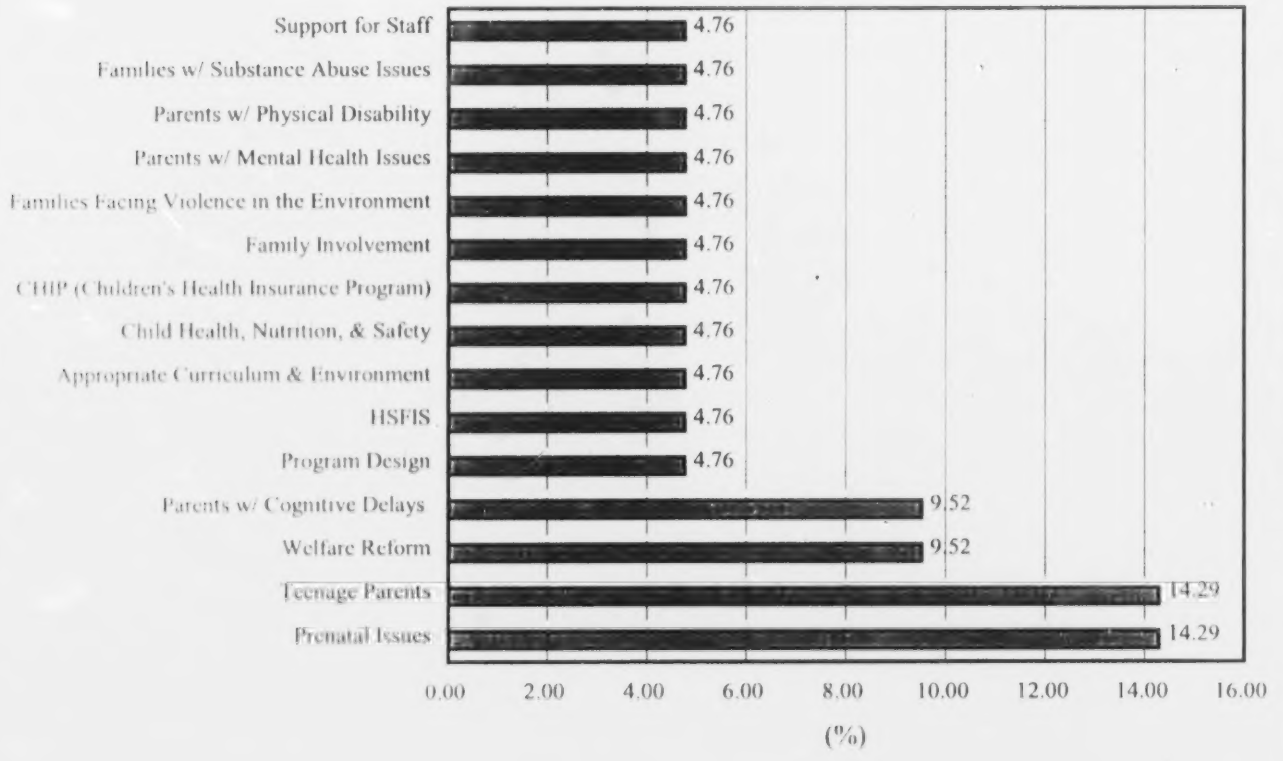


Total Number of Response = 75

© GLQIC-D, UIUC, 1999

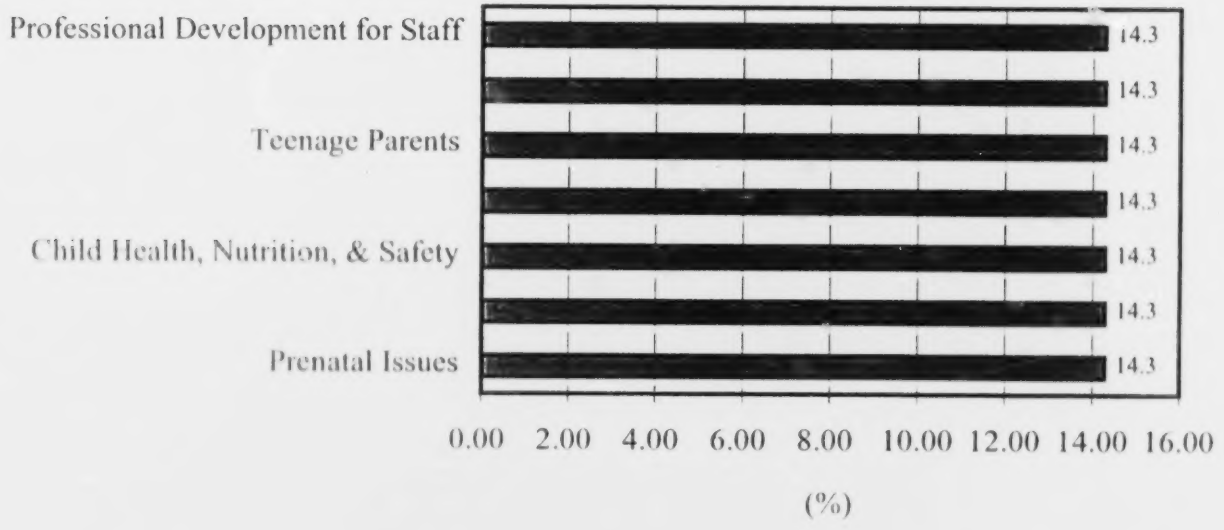
Total Number of Response = 21

Figure 13. Top 10: Distance Learning



© GLQIC-D, UIUC, 1999

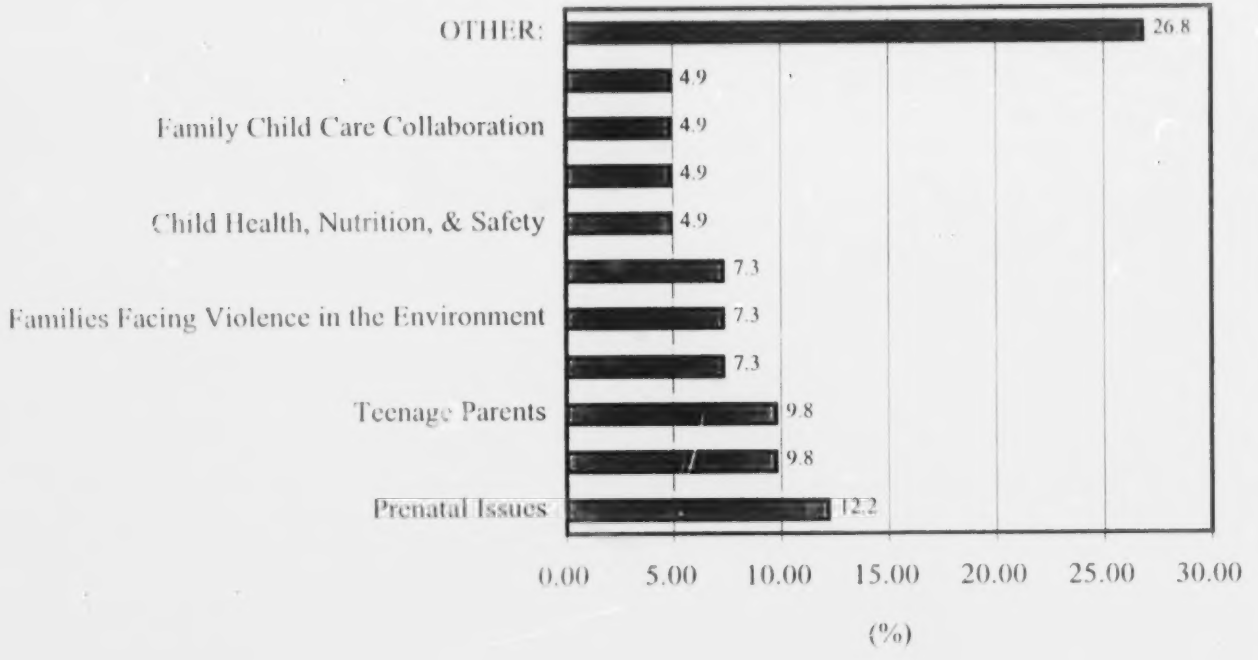
Figure 14. Top 10: College Credit



Total Number of Response = 7

© GLQIC-D, UIUC, 1999

Figure 15. Top 10: Resource Library



Total Number of Response = 41

© GLQIC-D, UIUC, 1999

Children with Diagnosed Disabilities

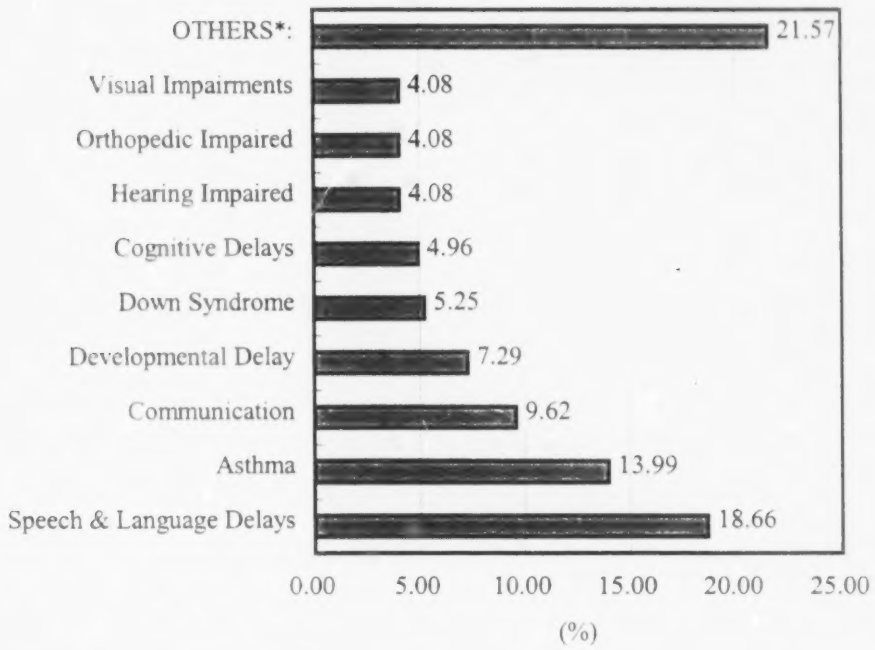
Table 13: Total Number of Children with Diagnosed Disabilities in Region V (Waves I & II) and Its Proportion

Total Number of Children Served in Region V (Waves I & II)	Total Number of Children With Diagnosed Disabilities	Proportion (%)
1195	*750	**62.8**

*This number (750) includes children at risk or with Developmental Delay

© GLQIC-D, UIUC, 1999

Figure 16. Top 9: Types of Diagnosed Disabilities



***See Table 14: Types of Diagnosed Disabilities**
Number of Children Reported = 259

© GLQIC-D, UIUC, 1999

Table 14: Other Types of Diagnosed Disabilities

Other Types of Diagnosed Disabilities
Epilepsy/Seizure Disorder
Autism
Hydrocephalus
Physical Sensory
Mild Mental Retardation (MR)
Moderate MR, Visual, Physical & Communication
Physical Limitations
Angleman's Syndrome
Seizure, Physical, Communication
Spina Bifida
Cerebral Palsy
Blounts Disease
Golden Har Syndrome
Heart Defect
Neurofibromytosis
Physical Deformity
Tactile Defensiveness
ADHD
Behavior
Bottle Mouth/ Teeth
Dwarfism
Emotional Disturbance
Heart and Asthma
Hip Problems
Hurbs Palsy
Hypo Plastic Left Ventricle
Motor Delay
Sprengels

Total Number of Children Reported (excluding Top9) = 49

© GLQIC-D, UIUC, 1999

Table 15: Types of Diagnosed Disabilities and Number of Children according to each amount of adaptation needed:

RATE 5

Types of Diagnosed Disabilities	Number of Children
Medically Diagnosed Developmental Delay	1
Moderate MR, Visual, Physical & Communication	1
Physical Limitations	1
Physical, Hearing, Communication	1
Pulminary Atresia	1
Total	5

RATE 4

Types of Diagnosed Disabilities	Number of Children
Angleman's Syndrome	1
Autism	2
Down Syndrome	3
Physical, Visual	1
Total	7

RATE 3

Type of Diagnosed Disabilities	Number of Children
Cerebral Palsy	1
Developmental Delay & Health	4
Down Syndrome	2
Health Impairments (Hydrocephalus)	3
Seizure, Physical, Communication	1
Spina Bifida	1
Total	12

© GLQIC-D, UIUC, 1999

RATE 2

Type of Diagnosed Disabilities	Number of Children
Asthma	9
Blounts Disease	1
Chronic Asthma	8
Epilepsy/Seizure Disorder	6
Golden Har Syndrome	1
Hearing Impairments	3
Mild Mental Retardation (MR)	1
Mild MR, Communication	1
Orthopedic Impairments	4
Physical Deformity	1
Speech & Language Delays	5
Visual Impairments	4
Total	44

© GLQIC-D, UIUC, 1999

RATE 1

Type of Diagnosed Disabilities	Number of Children
ADHD	1
Asthma	14
Autism	2
Behavior	1
Bottle Mouth/ Teeth	1
Cognitive Delays	17
Communication	33
Developmental Delay	8
Dwarfism	1
Emotional Disturbance	1
Hearing Impaired	3
Heart and Asthma	1
Heart Defect	2
Hip Problems	1
Hurbs Palsy	1
Hypo Plastic Left Ventricle	1
Mild Mental Retardation (MR)	4
Motor - Ankles feet turn in	1
Motor Delay	1
Neurofibromytosis	2
Orthopedic Impair	5
Seizure	1
Speech & Language Delays	54
Spina Bifida	1
Sprengels	1
Tactile Defensiveness	2
Visual Impairments	6
Total	166

© GLQIC-D, UIUC, 1999

Table 16: Degree of Severeness and Proportion of Children Diagnosed

Severeness	Number of Children	Proportion (%)
Severe (rate 5 & 4)	12	4.6
Moderate (rate 3)	12	4.6
Mild (rate 1 & 2)	210	81.1
No Rate*	25	9.7
Total	259	100.0

*Total number of children diagnosed disabilities were 259, however, no rate was given to 25 children. Also, the 259 children included in this table are only those children reported on page 3 of the survey in regards to adaptations.

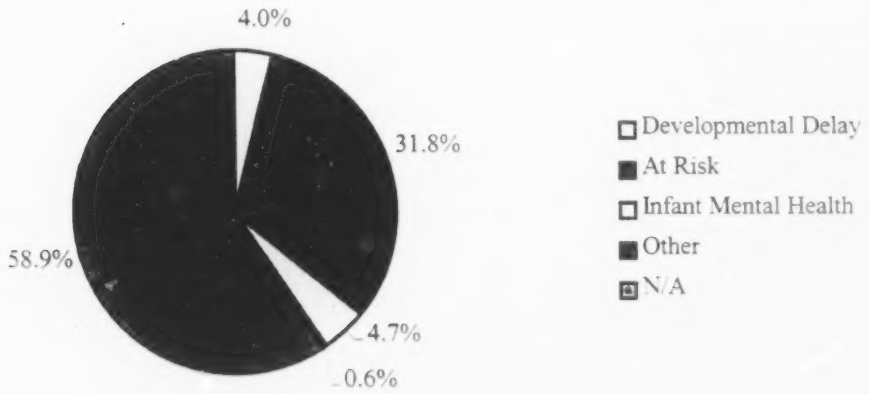
© GLQIC-D, UIUC, 1999

Table 17: Other Diagnosed Children Served at Programs

	Number of Children	Proportion (%)
Developmental Delay	48	4.0
At Risk	380	31.8
Infant Mental Health	56	4.7
Other	7	0.6
N/A*	704	58.9
Total	1195	100.00

*Data is not available on all children enrolled.

Figure 17. Proportion of Children Served at Programs



© GLQIC-D, UIUC, 1999

Table 18: Number of Other Diagnosed Children (including DD, At-Risk, IMH, & other according to Amount of Adaptation Needed:

There are no Children rated RATE 5 & 4 on all categories.

RATE 3

	Number of Children
Developmental Delay	13
At Risk	105
Infant Mental Health	20
Other	0
Total	**138**

RATE 2

	Number of Children
Developmental Delay	12
At Risk	8
Infant Mental Health	12
Other	6
Total	**38**

RATE 1

	Number of Children
Developmental Delay	9
At Risk	136
Infant Mental Health	1
Other	1
Total	**147**

NO RATE

	Number of Children
Developmental Delay	14
At Risk	131
Infant Mental Health	23
Other	0
Total	**168**

© GLQIC-D, UIUC, 1999

Table 19: Degree of Severeness and Proportion of Children Diagnosed (DD, At-Risk, IMH, and other)

Severeness	Number of Children	Proportion (%)
Severe (rate 5 & 4)	0	0.0
Moderate (rate 3)	138	28.1
Mild (rate 1 & 2)	185	37.7
No Rate	168	34.2
Total	491	100.0

© GLQIC-D, UIUC, 1999

Early Head Start

Great Lakes Quality Improvement Center for Disabilities (GLQIC-D)
Great Lakes Quality Network
1998 Training and Technical Needs Assessment Survey

PROGRAM DEMOGRAPHICS

Date: _____ Name of person completing this form: _____

Your Job Title: _____ Years involved with this program: _____

Phone #: (_____) _____ Fax #: (_____) _____

E-mail Address: _____

Name of Program: _____

Address of Program: _____

Name of EHS Grantee: _____

Name of Grantee (if different from EHS Grantee): _____

# of Counties Served: _____ Hours of Operation: _____

Your primary service area is (Please check one only): ____Large (more than 100,000 people)

____Medium (50,000-100,000) ____Small (10,000-50,000) ____Rural (less than 10,000)

You primarily focus on (Please check one only):

__Home-Based (HB) __Center-Based (CB) __Combination (HB&CB) Other: _____

CENSUS INFORMATION (Total Program)

*Please give an approximate number (#).

If your program is center & home based, use both lists:

(Center-Based)

# of Centers: _____

# of Classrooms: _____

# of Classroom Teachers: _____

(Home-Based)

# of Families: _____

# of Home Visitors: _____

Total # of Infants & Toddlers (0-3 yrs): _____

# of Children Receiving Supplemental Security Income (SSI) only: _____

# of Families Receiving Child Care Assistance/Subsidies only: _____

# of Families Receiving both SSI and Child Care Assistance: _____

Professional Qualifications: Please give the number of staff having qualifications below.

Degree: ____Master's ____Bachelor's ____Associate ____CDA Credential Other: _____

Major Field: ____Early Childhood Education ____Early Childhood Special Education

____Child Development Other: _____

Reference
Bennett, T. and Kadota, R. (1999). GLQIC-D.
University of Illinois at Urbana-Champaign

BEST COPY AVAILABLE

*** Please check ( ) below all areas in which your program is facing challenges and the type of assistance you'd prefer.**

Rank		Yes It's our issue	Phone TA	On-site TA	Distance Learning	College Credit	Resource Library
	General						
	Facilities						
	Program Design						
	Collaboration/Identification of Community Resources						
	HSFIS						
	Interagency Agreements/Collab. w/ Early Intervention						
	Prenatal Issues						
	Technology						
	Service Delivery						
	Family Child Care Licensing						
	Center Based Licensing						
	Home Based Service Delivery						
	Center Based Service Delivery						
	Appropriate Curriculum & Environment						
	Child Issues						
	Recruitment						
	Enrollment of Children						
	Child Health, Nutrition, & Safety						
	Screening & Assessment						
	Welfare Reform						
	Welfare Reform						
	Family Child Care Collaboration						
	Health/Managed Care						
	CHIP (Children's Health Insurance Program)						
	Family Partnership Agreement						
	Resources for Jobs						
	Family Issues						
	Family Involvement						
	Families Facing Violence in the Environment						
	Homeless Families						
	Teenage Parents						
	Parents w/ Mental Health Issues						
	Parents w/ Cognitive Delays						
	Parents w/ Physical Disability						
	Parents w/ Sensory Disability						
	Families w/ Substance Abuse Issues						
	Staff Issues						
	Recruitment/Selection of Qualified Staff						
	Support for Staff						
	Mentoring/Supervision of Staff						
	Professional Development for Staff						
	Other:						

***Now please rank your TOP 5 issues on the left column, with 5 being most important and 1 least important.**

Comments (Please use the back if needed): _____

_____

_____

Reference
Bennett, T. and Kadota, R. (1999). GLQIC-D
University of Illinois at Urbana-Champaign

BEST COPY AVAILABLE

1. Please list the disabilities you are currently serving and rate the amount of adaptation your program must make for children w/ this disability, w/ 5 most, 1 least.

Types of Diagnosed Disability	# of Children w/ the Disability	Rate

2. Please list other children you are currently serving and rate the amount of adaptation your program must make for children w/ this disability, w/ 5 most, 1 least.

Other Children	# of Children w/ the Condition	Rate
Children w/Developmental Delay		
Children At-Risk		
Infant Mental Health		
Other:		

Comments (Please use the back if needed):

Thank you for taking your time to fill out the survey !!
and
Returning it to us !!

Reference:
Bennett, T. and Kadota, R. (1999). GLQIC-D
University of Illinois at Urbana-Champaign